

## School Local Offer for Pupils with Special Educational Needs and Disability (SEND) September 2025



Great Abington Primary School is an inclusive school and may offer the following range of provision to support children with SEND Intervention

- Social Skills programmes / support including strategies to enhance self esteem
- Pupils are supported in short, small group sessions, or 1-to-1 situations depending on their identified needs to discuss strategies to develop self esteem
- We have fortnightly Celebration Assemblies. We reward effort, achievement through our personal qualities, being a good citizen and many other aspects of school life
- We have Young Leaders who are trained to play with and alongside younger and less confident children at playtimes
- We have Junior Travel Ambassadors who are trained to focus on road safety and keeping safe
- The whole school is divided into five family groups, Badgers, Foxes, Moles, Rabbits and Squirrels
- We invite particular children to access Sports (Multi Skills) and culture opportunities to help encourage and boost their confidence
- Access to a supportive environment – IT facilities / equipment / resources (inc. preparation)
- Staff have access to large screen displays, visualisers and cameras
- Children have access to chromebooks as part of normal class provision
- Devices for additional recording eg. Cameras, video recorders, data loggers
- Pre teaching of strategies and vocabulary as required
- Strategies / programmes to support speech and language
- We will deliver programmes provided by Speech and Language Therapists, in conjunction with support provided by the child's parents at home in a 1-to-1 or group setting (as suggested by the therapist)
- Prompt and reminder cards for organisational purposes
- Pre teaching of strategies and vocabulary
- Access to own chromebook if required
- Specialist equipment to access the curriculum
- Strategies to support/modify behaviour
- Use of school's Behaviour Policy (available on school website) following a 'Therapeutic Thinking' approach which focuses on how children can be supported, particularly in terms of their emotional wellbeing and mental health
- Use of Visual Timetables in all classrooms
- We reward and celebrate positive behaviour and achievements
- Home / School liaison communication book
- We work closely with Cambridgeshire Specialist Teaching Team, adopting individual strategies to support good behaviour choices and improved self esteem for a small number of pupils who are significantly challenged with their behaviours
- Cambridgeshire SEND [Ordinarily Available Provision Toolkit](#) indicates provision that may be used to support different needs

### **Mentoring activities**

- Mentoring support from SENCO / Class Teacher / Teaching Assistant
- In class strategies such as Talking Partners (Peer Mentoring)
- Accessing youth support as part of an Early Help Assessment

### **Strategies to support / develop literacy inc. reading**

- Small group/ individual support for example with additional guided reading or phonics
- 1:1 tuition
- Intervention support offering additional guided reading/ comprehension practice
- Booster classes where appropriate to enhance progress
- Interventions for those with specific difficulties
- For a small number of pupils who meet the criteria we will ask for the support of outside agencies
- Targeted support from outside agencies for those children who have English as an additional language

### **Strategies to support / develop mathematics**

- Small group / individual support for example with additional practice for number bonds, or times tables
- TA led Intervention Groups accessing Numicon / First Class @ Number to identify gaps in children's knowledge
- Use of small visual apparatus to support kinaesthetic learners
- Booster classes, where appropriate, to enhance progress

### **Provision to facilitate / support access to the curriculum**

- Small group support from TA
- 1:1 support in the classroom from a TA to facilitate access
- Use of specialist equipment such as seating, writing board for visually impaired
- Personalised activities / lessons as required

### **Strategies / support to develop independent learning**

- Use of visual timetables and checklists
- Vocabulary displays in the classroom
- Access to Word mats, Number cards and dictionaries
- Individualised maths packs
- Pre-teaching of vocabulary and content
- Access to personal technology if appropriate
- Chunking of learning and social activities
- Use of individualised success criteria
- Access to personalised targets through assess, plan, do processes

### **Support / supervision at unstructured times of the day including personal care**

- Named TA at playtimes
- Reminding and supporting particular children to visit the toilet more frequently

- Reminders to certain children to access water bottles more frequently
- Quieter areas available on the playground to allow children to have time out and space to reflect, draw or read quietly

### **Planning and Assessment**

- School has a Provision Map detailing additional support for children with particular needs
- Children with particular needs will be on the School SEND Register. Some children may have an Educational Health and Care Plan (EHCP)
- Teachers plan daily lessons to meet the needs of all pupils in their classes so as to promote learning for all
- Teachers also plan additional provision for small groups and individuals to support their learning needs
- Teachers assess pupils daily to see how they are accessing their learning. If gaps or misunderstandings are evident teachers may provide additional support. Catch up / support materials will be implemented and when completed children's progress will be reviewed
- For pupils with more complex or severe Learning Difficulties the school may conclude that a child's learning, behavioural, emotional or mental difficulties remain so substantial that they cannot be met effectively within the resources normally available to the school. In such cases the school could make a request for an Educational Health Care Assessment
- For pupils with SEND teachers apply the criteria for access arrangement for children taking externally marked or moderated tests

### **Liaison / Communication with Professionals / Parents, attendance at meetings and preparation of reports**

- All parents receive a full school report each year. If parents require a separate copy (for example with divorced parents) this can be arranged via the school office
- There are termly opportunities for all parents to review their child's progress at Parents Consultation Evenings or Open Evenings
- There is an open door policy and parents may speak to staff members at the start or end of school or make an appointment to discuss more lengthy or private matters
- For pupils with Special Educational Needs the class teacher will contact parents at least termly to review progress and discuss new targets
- For pupils working with outside agencies such as Cambridgeshire Specialist Teaching Team, Speech and Language Therapist, Educational Psychologist etc. parents will be invited into school to meet with these professionals to understand the nature of the work they are doing
- We contact parents at least termly to express our concerns and offer support to those whose children have poor attendance
- We operate with the Early Help Assessment system and have frequent Team Around the Family meetings (TAF meeting)

**Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs**

- Intervention from an Occupational Therapist/Physiotherapist
- Delivery of planned programmes by a TA
- Provision of equipment advised by specialists
- Strategies to reduce anxiety/promote emotional well-being (including communication with parents)

**Planned programme of support from SENCO / Class Teachers and TAs**

- Teachers “meet and greet” at the start and end of the day. Parents are encouraged to speak with teachers if they have any concerns at the end of the school day or request a meeting via the school office.
- Provision for “meet and greet” for anxious pupils before other children arrive at school
- Regular parental contact sessions with an “Open door” policy for those parents who are anxious or concerned over particular issues
- We promote and engage in transition work for all our pupils across EYFS, KS1, KS2 and into KS3 when moving to Secondary Education
- We provide extra Transition Support for children with SEND and others who may be especially anxious when moving to a new School, between classes and to Secondary school
- We collaborate with external agencies to support pupils with emotional needs
- Referral to Child and Adult Mental Health Service

**Access to medical interventions**

- Provision of aids and resources to support learning
- Strategies for the use of personal medication.
- Access to the school nurse team.
- All staff are trained on an annual basis depending on the needs of children in our care e.g. for pupils with epilepsy and anaphylaxis (epipens).
- We make reasonable adjustments, in accordance with a Pupil’s Healthcare Plan from their GP/Specialist Nurse to support those pupils who have particular needs. (for example, those children with Type 1 diabetes)